

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Board of Education Building

other names/site number n/a

2. Location

street & number 901-911 Locust Street and 401-409 North Ninth Street [n/a] not for publication

city or town Saint Louis [n/a] vicinity

state Missouri code MO county St. Louis (Independent City) code 510 zip code 63101

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (see continuation sheet for additional comments).

Mark A. Miles 11/24/04
 Signature of certifying official/Title Mark A. Miles, Deputy SHPO Date

State or Federal agency and bureau Missouri Department of Natural Resources

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

 Signature of certifying official/Title Date

 State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other, (explain): _____	_____	_____
_____	_____	_____
_____	_____	_____

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	0	buildings
		sites
		structures
		objects
1	0	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

n/a

Number of contributing resources previously listed in the National Register

n/a

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/ education-related

EDUCATION/library

COMMERCE/TRADE/business

COMMERCE/TRADE specialty store

Current Functions

(Enter categories from instructions)

WORK IN PROGRESS

7. Description

Architectural Classification

(Enter categories from instructions)

LATE VICTORIAN/Romanesque

Materials

(Enter categories from instructions)

foundation STONE:Limestone

walls BRICK

STONE:sandstone

roof ASPHALT

other STONE:granite

GLASS

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B** Property is associated with the lives of persons significant in our past.
- C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Areas of Significance

(Enter categories from instructions)

EDUCATION

SOCIAL HISTORY

Period of Significance

1893-1953

Significant Dates

1893

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Taylor, Isaac S.

ttner, William B.

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository:

Board of Education Building
Name of Property

St. Louis (Independent City), MO
County and State

10. Geographical Data

Acreage of Property less than 1 acre

UTM References

(Place additional UTM references on a continuation sheet.)

1 [115] [7443210] [42794010]
Zone Easting Northing

2 []
Zone Easting Northing

3 []

4 []

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Karen Bode Baxter, Architectural Historian; Timothy Maloney, Mandy Ford, Matthew Cerny Research Associates

organization Karen Bode Baxter, Preservation Specialist date November 10, 2004

street & number 5811 Delor Street telephone (314) 353-0593

city or town Saint Louis state Missouri zip code 63109-3108

Additional Documentation

Submit the following items with the complete form:

Continuation Sheets

Maps

- A **USGS map** (7.5 or 15 minute series) indicating the property's location.
- A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name Roberts Old School House Lofts, LP, c/o Michael V. Roberts

street & number 1408 N. Kingshighway, Suite 300 telephone (314) 367-4600

city or town Saint Louis state Missouri zip code 63113

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Board of Education Building
St. Louis (Independent City), MO

Narrative Description

SUMMARY

The Board of Education Building, located at the northwest corner of Locust and North 9th Streets in St. Louis [Independent City], Missouri, stands in the midst of a major downtown commercial area, one that is dominated by tall, primarily brick, buildings, which are currently used for a variety of retail stores and offices. It is located on the northwest corner of the historic Post Office Square, which includes such other historic properties as the Old Post Office, the Mayfair Hotel, the new Convention Center Hotel, the American Theater, and the Paul Brown Building. Designed in 1891 by noted architect Isaac S. Taylor and completed in 1893, the seven-story, commercial building encompasses most of the lot and abuts the public sidewalks on both primary elevations, which are addressed as 901-911 Locust Street and 401-409 North Ninth Street. The structural support system of the building is a cast iron and steel framing system with masonry load bearing walls. Built of brown Lake Superior sandstone, Missouri red granite, and buff-colored brick, it is a superb example of the Romanesque Revival style of architecture, popular between 1840 and 1900.

EXTERIOR

PRIMARY ELEVATIONS

Typical of the style, the building is divided into three distinctive horizontal divisions, each having a different wall treatment. The first and second floors create one division; the middle shaft encompasses the third through sixth floors; and the seventh floor is its own visual division. Each street façade is treated similarly with the fenestration pattern, dividing the wall into six bays with groupings three windows each, with the corners treated differently from the interior bays. Upper windows on both primary elevations are vertically aligned with the storefronts and entry bays of the first floor. These are deeply recessed, one over one wood sashed windows with continuous limestone sills connecting each bay of windows. The interior four bays of each façade are slightly recessed from the buff brick corner bays, creating a further division of the façade and a framework for each façade of this imposing edifice. The interior bays of each façade are connected into a series of four, arcaded window bays on each elevation. Architectural details repeated on both elevations include rosettes at the heads of the pilasters and decorative bas-relief wreaths located between the floors of the interior bays.

Access into the main corridors of the building was through the entry at the west end, not the corner, addressed as 911 Locust Street. A bas-relief wreath keystone with the words "Board of Education" etched into the building still accentuates the round arched opening above the doorway for 911 Locust. The remaining openings on the first floor (901-909 Locust and 401-409 North Ninth Street) are either display windows or entrances into the businesses that once occupied the first floor of this building. The original configuration of first floor openings generally alternated between display windows and recessed storefront entrances with display windows on one or both sides. Minor changes to these storefronts were noted in school board records as early as 1910. Major renovations in the 1930s transformed the original wood-framed first floor storefront entrances and display windows into distinctive examples of the Art Deco style with new Vitrolite storefronts and aluminum transom windows along the east elevation and in two bays (901, 903 Locust) on the south elevation. Art Deco modifications were completed on the 905 and 907 storefronts in 1937. An Art Deco entry, storefront and lobby was installed at 911 Locust in 1935, including a revolving door, but the revolving door was replaced in 1948 with paired glass doors within the revolving door enclosure. Additionally a single storefront was created at 905-907 Locust by removing the lower portion of the load-bearing pilaster and replacing it with a half-round, steel column. Modernization of the storefronts again took place in the 1960s, removing some of the Art Deco period features, mostly by replacing some of the doors and display window framing along Locust with the aluminum framed units seen today. The second floor windows of these bays are triple window units with fixed transoms.

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Board of Education Building
St. Louis (Independent City), MO

Narrative Description (continued)

On all levels, the corner bays on the Locust Street elevation are faced with buff brick and have triple windows but the corner bays on Ninth Street have paired windows, as the corner bays are slightly narrower on that elevation. The second floor windows on these corner bays have egg-and-dart surrounds and lintels but floors three through seven have brick surrounds and lintels.

The interior bays of floors three through six, faced with granite and sandstone, create a visual block of fenestration, capped by the round arches that form the sixth floor windows and continuing the vertical sight line of the engaged columns from the first floor along the four center bays. Floors three through five have triple windows. The sixth floor also has triple windows but they are slightly smaller and arched to accommodate the large half-round arched openings.

A projecting dentil course separates floors six and seven and is also attached to the continuous limestone sill for the seventh floor. The seventh floor is primarily buff brick and the round arch motif is repeated on the interior bays with a colonnade of smaller arches supported by brown sandstone columns with decorative capitals. These windows are also clustered into triple arches within each bay and the window sash units are deeply recessed behind the columns.

Two distinctive exterior features had been altered by mid-century. One of the missing original features was a metal shield with the words "Board of Education." It was located at the southeast corner of the building, just above the fifth floor, which was occupied by the Board of Education. The shield is visible in an early photograph taken in 1903 and in a 1942 photograph, but by 1965 only a shadow remained. The other missing exterior feature was the original decorative pressed metal cornice on the parapet with its metal modillions and egg-and-dart molding. The cornice was removed in 1942 and replaced with the much simpler metal cornice seen on the building today. As such that alteration actually occurred during the period of significance of the building.

SECONDARY ELEVATIONS

The north elevation faces the alley and is primarily red brick. The buff brick detailing and parapet wall along the corner bay of the Ninth Street elevation extend slightly along the corner into the east bay of the north elevation; otherwise this elevation is void of architectural detailing. In general, the alley elevation openings are aligned vertically, although some sixth floor windows are clustered together, with eight bays of windows between the Ninth Street corner and the light court at the west end. This elevation retains its original openings, although they have been slightly modified. At least some of the first floor openings were originally freight doorways, but these have been modified over the years. The six over six steel sashed windows have three-light transoms in the segmental arched openings. All of the original wood windows on this elevation and the west elevation have been replaced with smaller, second-generation windows with brick rowlock sills and brick infill below the newer windows. The original limestone sills, however, remain intact. A metal fire escape attached to the second bay extends the height of the building.

The west elevation extends back from the Locust façade two and a half interior column bays and jogs one bay west to create a light court along the southwest corner of the building. There are no openings on the west wall to the light well but there are tiered stairwell windows and doors on the north wall of the light court. The west wall of the well is divided vertically into six window bays. Like the alley wall, windows along the light court are segmentally arched, replacement, six over six, steel windows with rowlock brick sills and the original limestone sills beneath. The light court provided an access point to the one-story, brick service garage building located along the alley. The light court provided space for an external freight elevator that was added at some point and since removed. It was enclosed on the first floor by the one-story, wood-framed, brick end wall, service garage located along the alley and extended up through its roof to the sixth floor.

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Board of Education Building
St. Louis (Independent City), MO

Narrative Description (continued)

Existing openings at the north end of the west elevation on the second, third, fourth, and sixth floors were extended to create doorways. Physical evidence around these openings indicates that metal catwalks or balconies were used to move freight between the external elevator and the main building. Located at the southwest corner of the light court and attached to the masonry wall is the original, rounded, brick boiler smoke stack.

INTERIOR FEATURES

The location of the public spaces in this building have remained much the same over the years, but modifications to halls and elevator lobbies have taken place countless times. The building has only one interior stairwell that was enclosed at some point in the building's history. The first floor tenant lobby, just inside the doors at 911 Locust, retains some of its 1930s Art Deco features, including the stairwell, elevator doors, and terrazzo floor, though layers of more modern flooring currently obscures most of it. The first floor lobby was again changed in the 1970s with the addition of curved brick walls and drop ceilings, though it is believed to have the 1930s marble flooring and wainscoting, decorative pilasters and clay tile walls beneath. The east-west corridors on the first though fifth floors and to a limited extent those on the sixth and seventh floors retain their original marble flooring.

Retail spaces on the first floor have remnants of their former businesses, including a vault installed for the Drosten Jewelry Company. The second through the fourth floors were always used for office or retail spaces and the basic layout remains untouched. The fifth floor is the most intact of all floors and is the least impacted by modern alterations. The record vaults and iron columns exposed at their original ceiling height remain in place. The one room that has been spared from any major remodeling is the Board of Education boardroom, which retains its historic wood paneling, wainscoting, five-horizontal panel wood doors, and coffered ceiling. Although it has been updated and no longer retains its original images, the mural panels along the walls in the boardroom are also intact (apparently the murals were periodically updated with images of "modern" school children). The sixth and seventh floors originally housed St. Louis' first free public library and after its departure in 1908 the floors were used in various capacities for the Board of Education. Some areas were subdivided early in the building's history and these partitioned areas have been retained. The seventh floor has its six original skylights, but they are currently boarded up and hidden above a drop acoustical tile ceiling.

Rooms on each upper floor retain portions of their original wood floors and marble hallway floors intact beneath the layers of non-historic asbestos and linoleum tiles currently being removed. Almost all of the historic interior wood doors have been removed and the transoms covered or removed; however, the location of the openings has remained the same. Acoustical drop ceilings, partition walls, and faux wood paneling have been added to almost every room on every floor but are in the process of being removed. Three differently detailed original support columns have been uncovered during the initial "discovery" phase of the rehabilitation, although some are missing their original, decorative plaster capitals. Some of the historic backband trim and wood paneling has also been uncovered. The building retains its radiator heating system and many of the radiators are intact, though in poor condition. Many of these later changes were simply applied directly over historic features, making reversal possible during the current historic rehabilitation, a process that has already begun. Voluminous files of historic photographs and original blueprints have provided numerous clues to the historic details that adorned both the interior and the exterior of the building.

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Board of Education Building
St. Louis (Independent City), MO

Narrative Description

ALTERATION AND INTEGRITY ISSUES

The St. Louis School Board continuously occupied at least some portion of the building since it opened in 1893 and through its departure in 2000. Various other tenants with numerous commercial endeavors occupied the remaining floors throughout the years. Unfortunately, the building has sat empty and neglected since 2000, although the School Board did what it could within financial constraints to maintain mechanical systems until the property was sold to the current owners in early 2003. Its systems are old and outdated and deterioration by neglect and lack of maintenance are evident throughout the building. In the early "discovery" phase of this rehabilitation, remnants of historic lobby and corridor ornamentation were found. Non-historic partition walls are being removed and the original columns exposed, though some are missing their original plaster capitals. Many of the historic interior features once thought lost are slowly being uncovered. Wood and marble flooring has been found beneath layers of linoleum and asbestos tiles; acoustical drop ceilings and faux wood paneling have hidden the historic trim, baseboards, and related decorative details.

Overall, most of the building retains a high degree of historic integrity. The primary elevations have seen few changes and most of the exterior storefront modifications took place during the period of significance. The only other major exterior change is the loss of the pressed metal cornice, removed in 1942 during the historic period. Interior modifications are more cosmetic and many historic features remain or are being uncovered. The fifth floor retains most of its original features, as the original location for the school board, including the wood paneling and detailing in the boardroom (one of the most significant interior spaces), clearly reflecting its association as the administrative offices for the school board. The hallways and room configurations seem to be relatively unaltered and original details such as columns and skylights are largely intact. Lobby changes also occurred during the historic period. The current historic rehabilitation is uncovering and repairing interior features hidden for many years and has plans to retain those historic modifications, especially the Art Deco entrances, storefronts, and lobby.

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Board of Education Building
St. Louis (Independent City), MO

Map of City of St. Louis, MO

Locating Property



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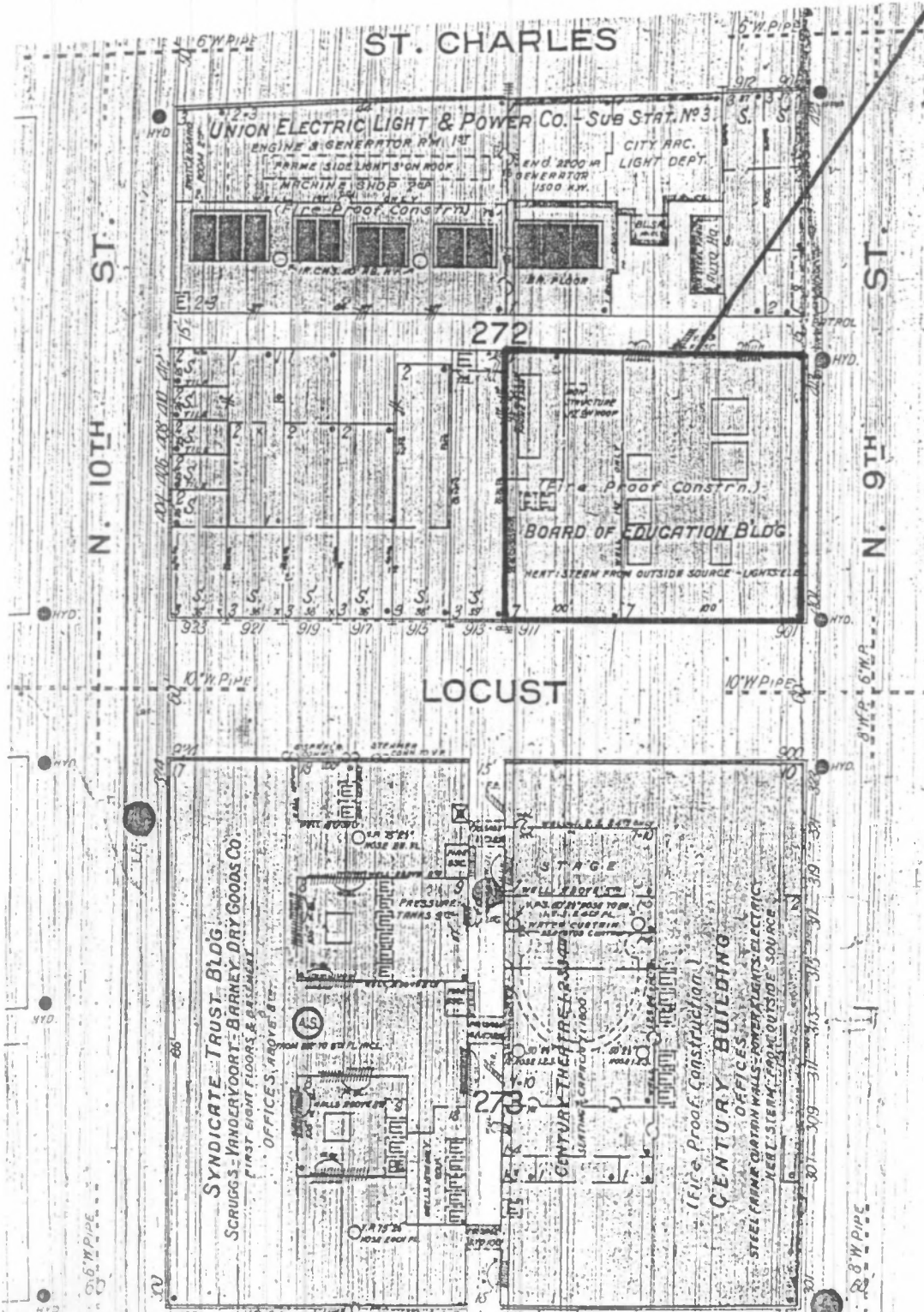
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Board of Education Building
St. Louis (Independent City), MO

Sanborn Fire Insurance Map, 1909

Locating Property



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Board of Education Building
St. Louis (Independent City), MO

From Dena Lange, "A History of St. Louis,"
Public School Messenger vol. 29, no. 2 (September 30, 1931), p. 102.

Sketch of Building



PUBLIC LIBRARY BUILDING
NORTHWEST CORNER OF NINTH AND LOCUST STREETS
THIS WAS ONE OF THE FINEST LIBRARY BUILDINGS IN THE UNITED
STATES, AND CONTAINED 80,000 VOLUMES
F. M. CRUNDEN, LIBRARIAN
(TAKEN IN THE DAYS OF THE HORSE DRAWN VEHICLES)

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Board of Education Building
St. Louis (Independent City), MO

Courtesy of the St. Louis Public Library

Board of Education Building
ca. 1893



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building, ca. 1903



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of Special Collections
St. Louis Public Library

Board of Education Building
ca. 1904



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
January 1931



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Removing Cornice (from Street Level)
March 30, 1942



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Removing Cornice (from Scaffold)
March 1942



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
February 1965



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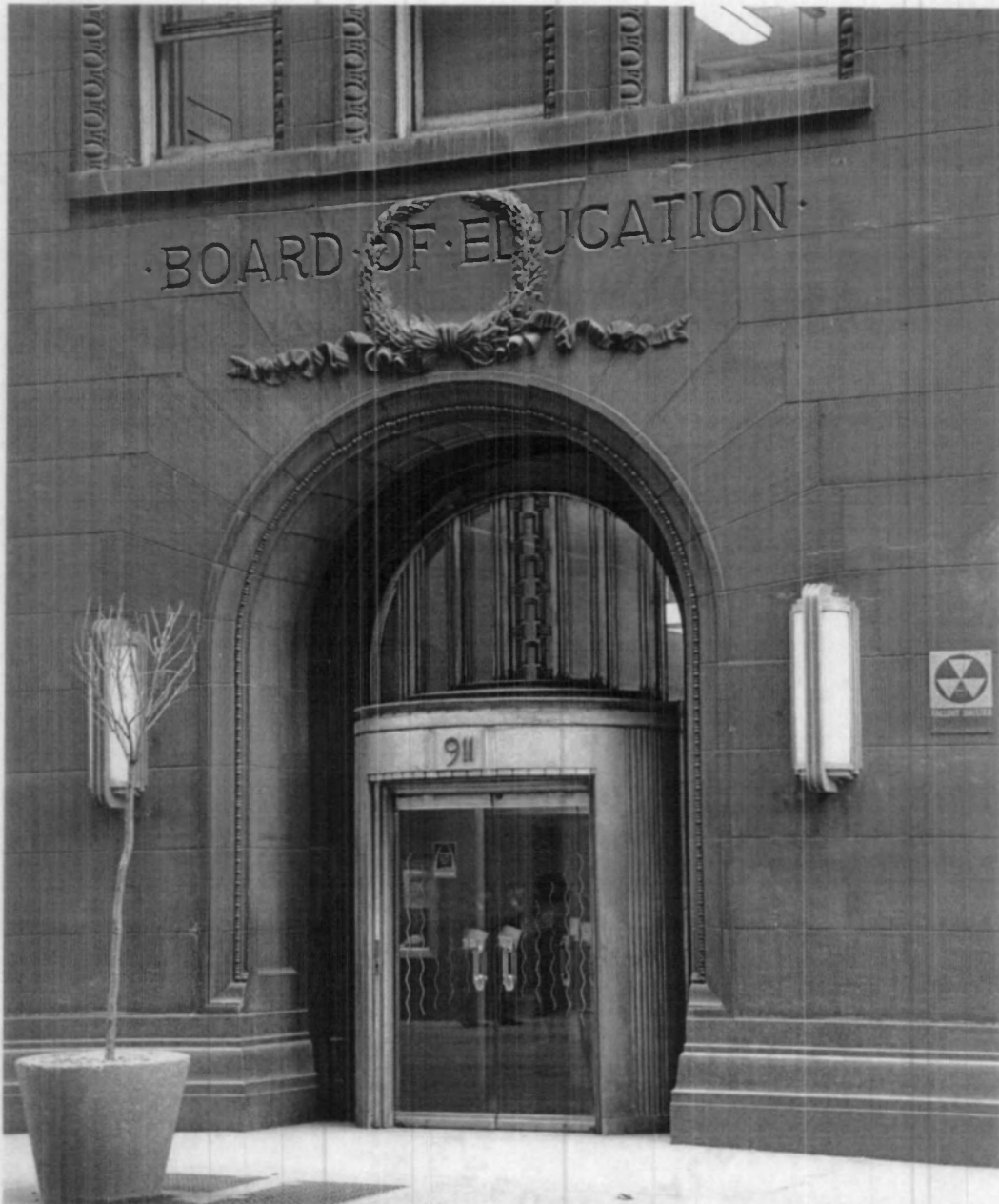
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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
911 Locust Street, Building Entrance
March 1965



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National Park Service

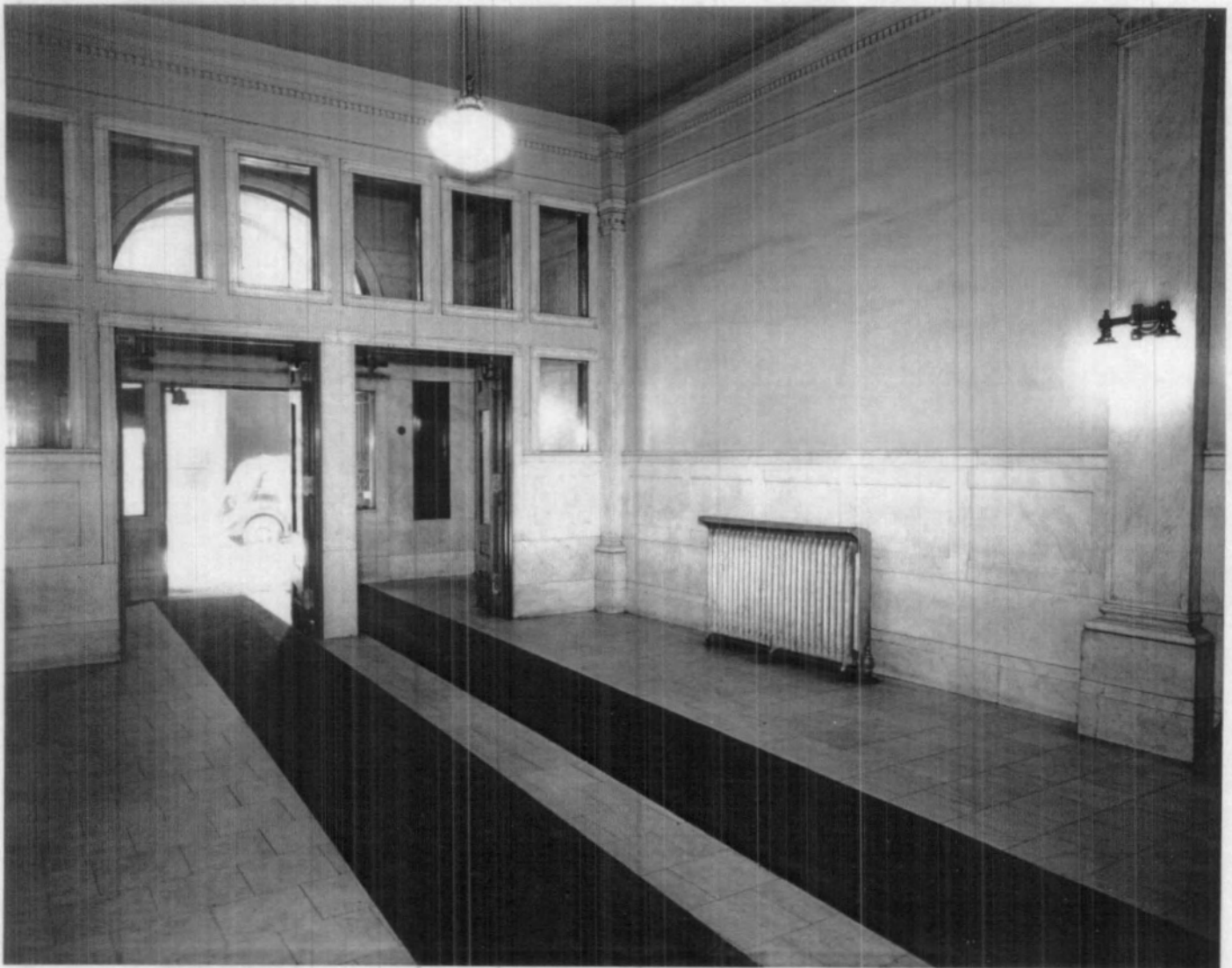
National Register of Historic Places Continuation Sheet

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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
911 Locust Street Lobby/Entrance
September 1935



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
911 Locust Street Lobby/Elevators
September 1935



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National Park Service

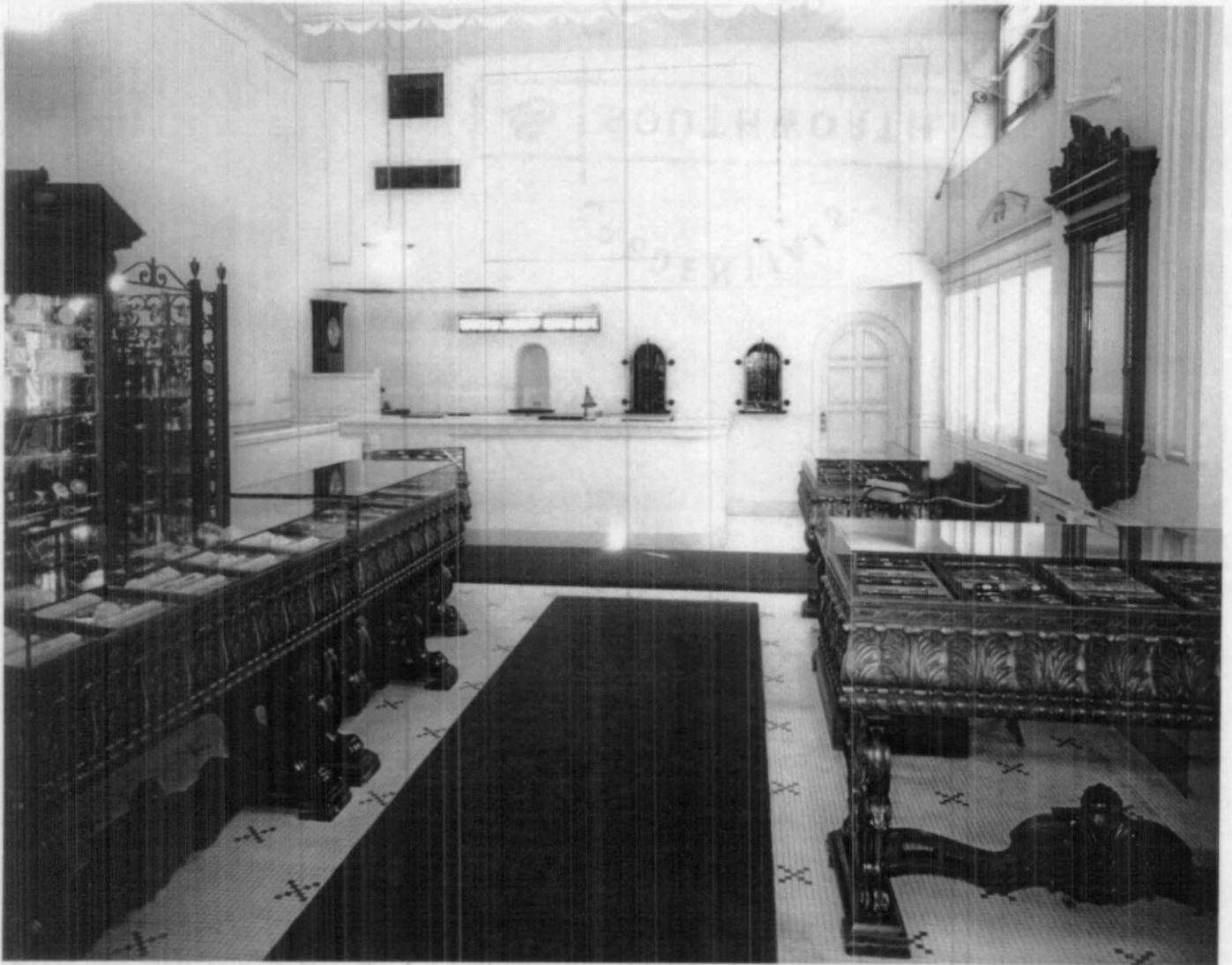
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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Drosten Jewelry Company
September 1935



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Supervisor's Section-Instruction Dept. Office
September 1931



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Part of Assistant Superintendent's Office
September 1931



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Building Department Office
January 1936



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Board of Education Building
St. Louis (Independent City), MO

Courtesy of St. Louis Public Schools
Records Center/Archives

Board of Education Building
Fifth Floor, Board Room
September 1972



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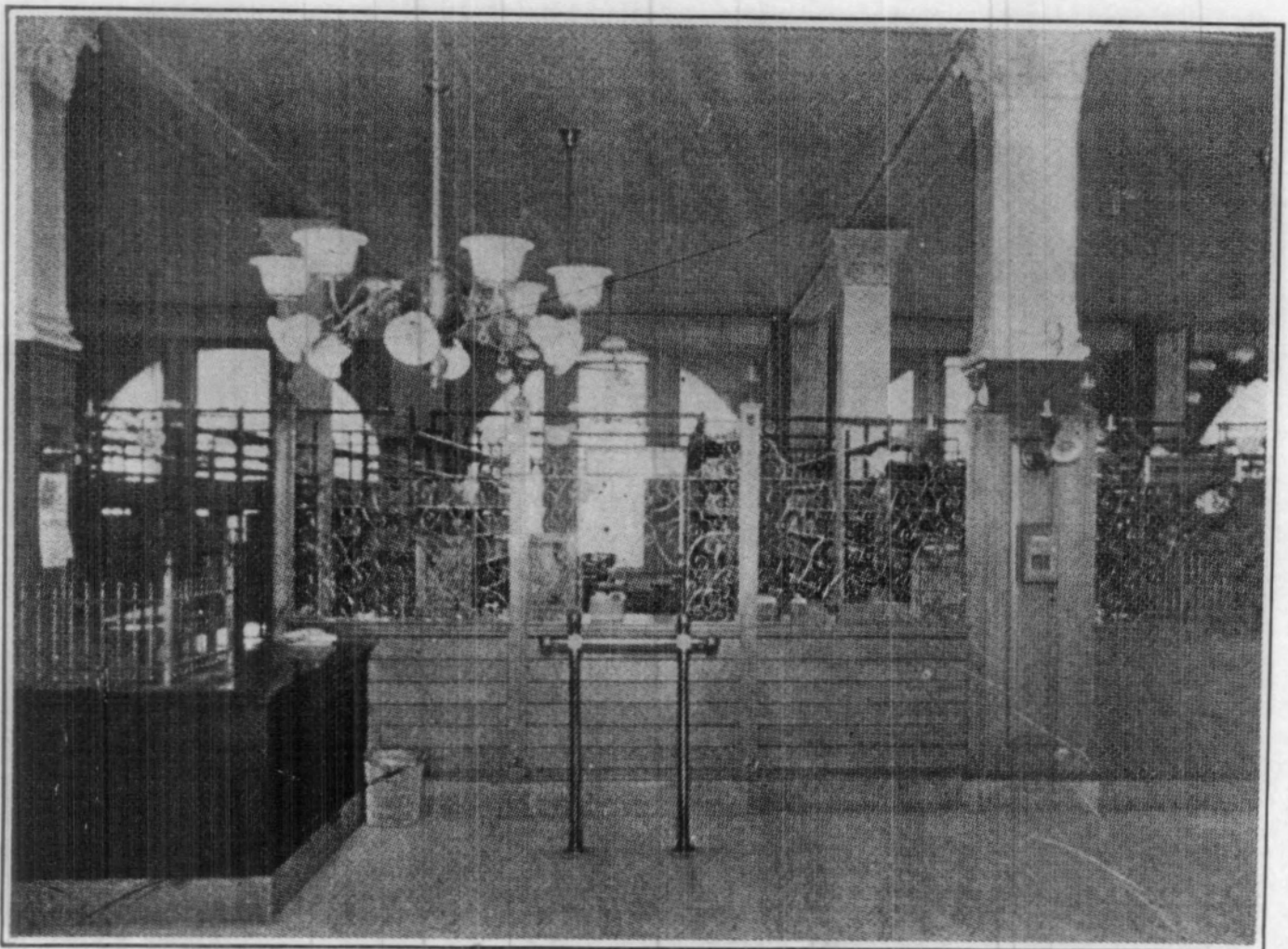
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Board of Education Building
St. Louis (Independent City), MO

Courtesy of Special Collections
St. Louis Public Library

Board of Education Building
St. Louis Public Library, Receiving Desk
ca. 1904



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National Park Service

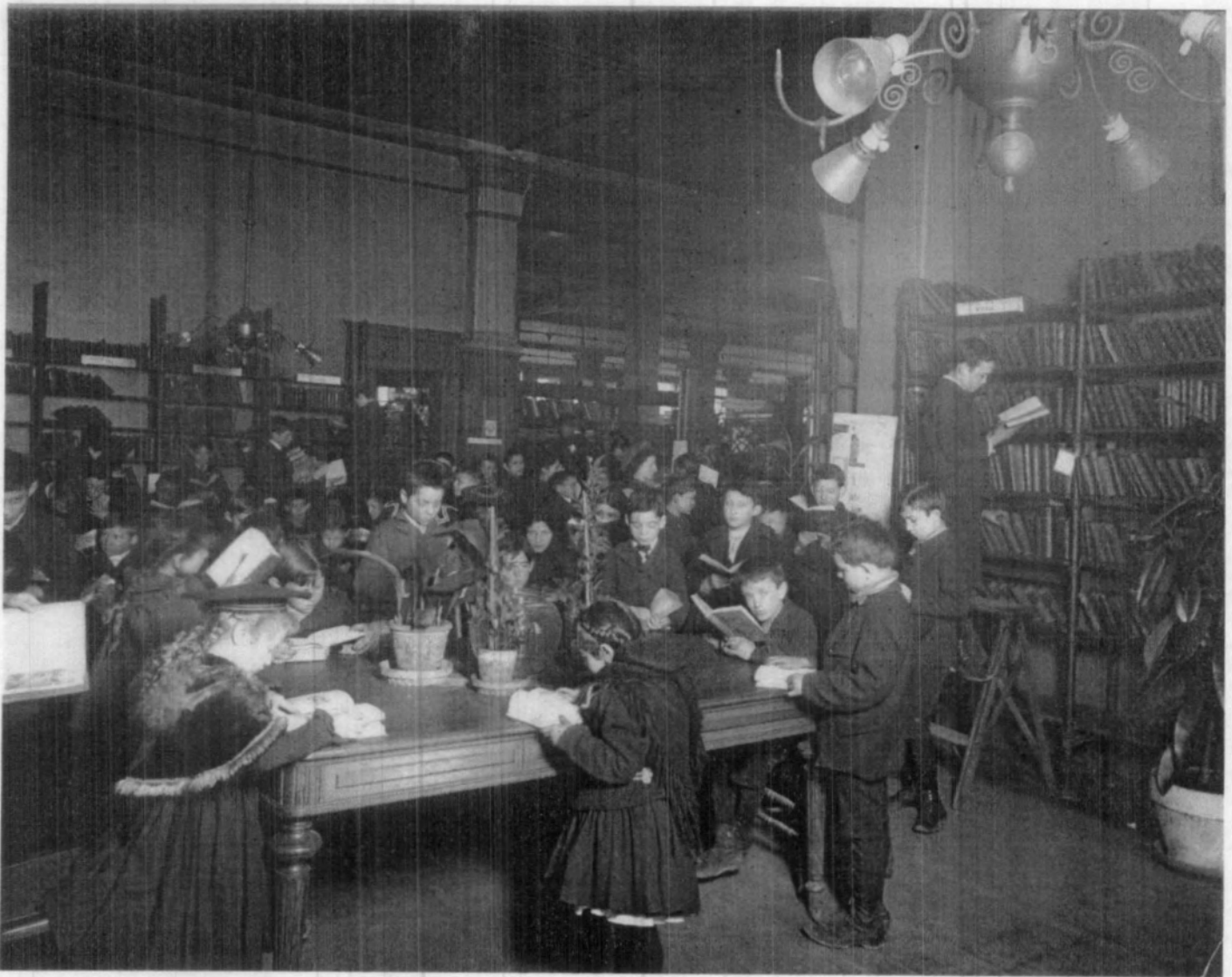
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Board of Education Building
St. Louis (Independent City), MO

Courtesy of Special Collections
St. Louis Public Library

Board of Education Building
St. Louis Public Library, Children's Room
ca. 1904



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National Register of Historic Places Continuation Sheet

Section number 8 Page 25

Board of Education Building
St. Louis (Independent City), MO

Architect/Builder (continued)

Friton, Ernest T., Architect
Sanger, George W., Architect
Sullivan, Joseph P., Architect

Narrative Statement of Significance

SUMMARY

The Board of Education Building, located at 901-911 Locust Street (also addressed as 401-409 Ninth Street) in St. Louis [Independent City] Missouri, is locally significant under Criterion A: Education. The Isaac S. Taylor-designed building is locally significant as the former home of the St. Louis Board of Education. The building served as the school board's offices from its completion in 1893 until the board moved in August of 2000. While directing the St. Louis Public Schools' operations from this building, especially in its first two decades, the administration became a model for the nation, modernizing its administration to apply to a rapidly growing urban area and curbing the corruption that had plagued its operations. Although the period of significance extends only from the time of the building's completion in 1893 until 1953, the mandatory 50 year requirement for National Register listing, it was from this building that the St. Louis Board of Education would face the tumultuous era of the civil rights movement and the efforts to desegregate the area's schools in the 1960s. The Board of Education Building is also the oldest extant location of the St. Louis Public Library, which was housed there between 1893 and 1908. As such, the building is locally significant under Criterion A: Social History since it was during this time that the library was just being transformed into a free public library. It was also during this period that the library experienced such rapid growth that would result in the construction of its own building, the Central Branch of the St. Louis Public Library that is still in use today.

BUILDING HISTORY

In 1890, the Board of President and Directors of the St. Louis Public Schools (Board of Education) finalized plans to build an administrative building on the site of the old Benton School in downtown St. Louis. The building was to be funded with money realized from the sale of non-revenue producing property owned by the Permanent Fund, a fund run by the board to produce revenue for the school system. The plan called for a seven story fireproof building in which the upper two stories would house the St. Louis Public Library, also called the Public School Library at the time. The Board of President and Directors would use the fifth floor for its offices, and with the exception of the library's newspaper reading room on the second floor, the lower four floors and the basement would be rented for office and retail commercial space. The rent realized from the commercial endeavors would help pay the interest on the investment made in the building itself.¹

In addition to the Board of President and Directors of the St. Louis Public Schools and the St. Louis Public Library, the other occupants of the building included a number of manufacturers' agents, jobbers and salesmen who often shared office space. The building also housed the offices of American Express (a freight company), the Tuberculosis and Health Society of St. Louis, the Better Business Bureau of Greater St. Louis, the St. Louis Convention Publicity and Tourist Bureau, and Brown's Business College's main office and one of its five schools in the city, Egger & Reber (a reserve and loan company), and Walk Easy (a footrest manufacturer). There were also a number of smaller businesses that were in the building for various lengths of time, including Drosten (a jewelry store), a corset company, a button company, a tailor's shop and a beauty parlor. While many of the city organizations and some of the larger businesses occupied the building for spans of decades, many of the smaller businesses, especially the manufacturing agents and jobbers, had a relatively consistent turnover with few lasting for more than a decade. However, Isaac Stockman, the tailor, did occupy the building for over twenty years. The noted architect, William B. Ittner, also had his offices in the building. He first moved into the building when he became Commissioner of School Buildings for the Board of Education. He continued to maintain the offices of his architectural firm in the building even after his stint as Commissioner of School Buildings ended and his firm remained there following Ittner's death.² The school board continued to use the building until 2000 when they moved to a newer leased building in downtown. The Board maintained ownership of this building unto the property was sold in January 2003 to new owners who are currently completing a certified historic rehabilitation of the building.

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The building got the name "The Board of Education Building" despite the fact that the school board of St. Louis was named the Board of President and Directors of the St. Louis Public Schools because "Board of Education" was carved into the keystone of the entry arch before the mistake in the name was noticed. Once the keystone was in place correcting the mistake was prohibitively expensive. "Board of President and Directors of the St. Louis Public Schools" also would not fit on the keystone as well as the shorter "Board of Education," which was often used by the public and press as a less cumbersome name for the administrative body.³

BOARD OF PRESIDENT AND DIRECTORS OF THE ST. LOUIS PUBLIC SCHOOLS (a.k.a. BOARD OF EDUCATION)

The Board of Education needed a new building to house its offices for the rapidly growing school system. In 1891, as the board worked out the budget for the year, \$350,000 dollars was set aside for the Board of Education Building (the final cost reached \$514,824 including interiors and furnishings). At the same time, the board also earmarked \$145,434 to build forty-one new classrooms in twelve different schools and another \$200,000 for a new Central High School to consolidate the High School and the Normal School so that both could have all four years of their programs in the same building.⁴ The extensive building programs were necessary because of the rapid increase in St. Louis' population, especially after the end of the Civil War. After the Civil War, St. Louis saw an influx of people relocating from the southern states, whether it was those trying to escape the turmoil of reconstruction or former slaves who moved north to find work and escape the hardships created by Jim Crow laws in the South. European immigration (especially from eastern and southern European countries) was also significantly adding to St. Louis' population in the late nineteenth and early twentieth centuries.⁵ The population was growing at such a rate that the Superintendent's report in 1892 estimated that there were 62,577 school age children in the city who were not enrolled in public or private schools. According to the report, this meant that two out of every five school age children in St. Louis failed to receive an elementary school education.⁶ The Board of Education had been working to increase classroom space since the inception of the St. Louis public school system. St. Louis grew at such a tremendous rate that over 8,000 students were added to the system in the 1891-1892 school year alone.⁷

Part of the Board of Education's job, besides the day-to-day administration of the school system, was to oversee the construction of new school buildings. The school board began changing the way it hired architects starting in 1881. In that year the board held elections to appoint a school board architect to a one-year term. Two years later in 1883, the term of office was extended from one to three years and included a prohibition on the school board architect taking outside work. In 1889, the Board of Education abolished the position of school board architect and decided to hire architects for each project and pay them a three percent commission on the design work and a two percent commission for the supervision of the construction project. It was during this period that Isaac Taylor was hired to design the Board of Education Building. The following year, in 1894, the Board of Education again changed the way architects were hired. The Board realized that paying architects a commission for each job lead to bills of \$20,800 for the year of 1893 when the school board Architect had only been paid a flat salary of \$3,000 in 1890, the last year there had been a school board architect. In order to save money, in 1894, the position of school board Architect was reinstated at a salary of \$5,000. Taylor did not run for the position and did not do any more work for the Board of Education.⁸

The change in the way the board hired architects was part of an overall reform of the school system. Prior to the reforms, the school system was one of the best examples of the corruption of the political machine system, relying on the ward bosses to appoint the directors of the board. The members of the board were then in a position to enrich themselves and their friends, while using patronage jobs and careful assignment of contracts for the construction of buildings, the purchase of textbooks and other supplies, and various other expenses to the companies of the ward bosses, family members, and in a number of cases even to the private companies the directors owned or controlled.⁹ In one of the more blatant abuses of the system, Charles Miller, the school board president in 1890, headed a syndicate that purchased the Polytechnic Building for \$120,000. Just ten years before, in 1880, the board had been offered \$180,000 for the building, and in 1888 there was an offer from another group headed by Miller for \$210,000. After he

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offered \$120,000, Miller held the approval of the sale to the end of a very lengthy meeting and then offered the resolution "in a voice so low, it is alleged, that not all the members heard him."¹⁰ The vote was passed with less than a quorum and the illegal vote was effectively made binding when Miller, in his role as board president, accepted the deposit from his syndicate and finalized the sale of the building. Not long after, the Polytechnic Building was razed and replaced by Louis Sullivan's Wainwright Building.¹¹

Prior to the reforms, in addition to such blatant schemes as the sale pushed through by Miller, many directors on the building committee worked in various parts of the construction industry. In 1891, out of the thirteen members of the board, eleven were contractors, including carpenters, stove-dealers, painters, steam fitters, and blacksmiths, whose companies had quite a booming business with the school board for the construction of new schools. Even after the first round of reforms, when the directors began to be elected from each ward instead of appointed, the same situation continued to occur, often with very circumspect occurrences in the counting of the votes, which were often lost within hours of the completion of the counts, making recounts impossible. The board was also responsible for appointing the judges who oversaw their own elections, providing yet another opportunity for wholesale fraud in the election process. The patronage jobs were frequently used as a source of abuse, whether it was the thousands of dollars set aside for the hiring of janitors, or positions in the schools for teachers. There were even rumors and innuendo that alleged a number of the directors cavorted with teachers in less than appropriate ways, many of whom received promotions on the basis of these "petticoat pulls" scandals.¹²

The corruption and lack of true accountability for the board continued until 1897, when the state legislature passed a new charter and changed the vote for the directors of the board from one based on a representative from each ward to a city-wide slate of directors. This change reduced the influence of the ward bosses since any engineering of an election would have to be against directors who were known throughout the city, not just in a ward, and the vote itself was a city wide vote, making it much harder to rig the counting process or influence the way the ballots were cast in the first place. After the changes made in the voting process, the board truly began to reform. Only five years after the Board of Education Building was built to house the school board, reformers successfully won control of the board of directors and were able to begin implementing changes in the system.¹³

The board was reorganized along the lines of a corporate structure, limiting the directorate to the job of financial responsibility and deciding policy issues while leaving the day-to-day management of the system to the professional bureaucracy. The new charter also called for janitors and teachers to pass civil service exams and granted promotions solely on the basis of merit and experience. The directors themselves were also affected, with a prohibition on holding other offices simultaneously and forcing them to run on a general ticket instead of a party ticket, although the term of office was increased from two years to six years. These changes eliminated virtually all of the corruption that previously wracked the system.¹⁴

Changes made to board selection also made it possible for professional educators to become a part of the board and to introduce modern theories of education into the system. Under the new system, directors tended to delegate decisions to officers who were experts in education and the superintendent of schools became the most powerful and important member of the administrative system. The superintendent was given the power of appointment, transfer, and promotion of teachers, choice of textbooks, the content of the curriculum, and the means of maintaining discipline in the classroom, although the board had the power to confirm or reject the superintendent's decisions in some cases. The superintendent also had a four-year contract so that he was somewhat insulated from criticism on individual issues.¹⁵

After the passage of the new charter, Louis Soldan became the superintendent of schools. Soldan began to implement new programs based on Frederick Jackson Taylor's work in industrial engineering and applying the scientific techniques of business management. Using Taylor's techniques, Soldan began the process of eliminating inefficient practices from the administrative process. He had been involved in writing the charter with the reformers and they intentionally gave the superintendent extensive powers.¹⁶

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Soldan's reforms were continued and even improved upon by his successor, Benjamin Blewett. By 1910, Blewett had established a special Saturday conference for principals, high school teachers, and the faculty of the normal school to discuss methods for improving the administration, the supervision of the system and students, and the means of instruction and education in the classroom. Those participating would prepare reports and papers to present at the meetings to encourage the scientific analysis of the education system started by Soldan. By the end of the decade, regular teachers at the grade schools were also required to attend special sessions in which school officials and outside experts taught about the new techniques in education. Blewett's meetings were one of the first occurrences of on-going education for teachers in the nation. Blewett also began to hold meetings to give parents a chance to participate in the decision-making processes of the schools. The patrons' alliances that Blewett started formalized a system for parents to work together as a group to increase their input about their children's education. These patrons' alliances soon grew into parent-teachers associations and helped to get parents more involved in the education process for their children.¹⁷

The changes implemented by reformers, along with the modern techniques of administration and teaching expounded by Soldan, Blewett, and their successors, quickly eliminated the corruption in the system. By eliminating the corruption in the system, the school board was also able to accelerate the pace at which schools were built with the extra money that was available in a clean and honest system. The changes carried on into the classroom.¹⁸

Even before Blewett instituted his program of meetings and continuing education for the adults running the schools, the reform board was achieving national recognition. The reforms were so successful that when Lincoln Steffens and Claude Wetmore came to St. Louis in 1902 to write their expose on corruption in city politics, *Shame of the Cities*, the school board stood out as a beacon of efficiency and good stewardship in a city where the political system was otherwise awash in corruption, bribery, graft, patronage job abuse, and nepotism. In 1904, just twelve years after the completion of the Board of Education Building, Charles Eliot, President of Harvard, gave a speech to the Public Education Association of Philadelphia in which he proclaimed that the reformed administration "has attained something of celebrity throughout the United States for its exceptional merit" and provided the best example for other reformers to follow."¹⁹

The success of the school board at the turn of the century was so great that in 1909 when the board had a yearly deficit of \$70,000, Blewett invited Dr. Charles Judd of the University of Chicago to conduct an investigation into the efficiency of the school system, ranging across every aspect of the system, including the financing, training of teachers, the curriculum, and the construction of the buildings. The team Judd brought in found that the system was extremely well run, the budget for the school just was not large enough for the population it was trying to serve. The school board's budget stemmed from taxes that had reached the legal maximum and the only way to increase revenues was to issue bonds. Blewett used the report to support a bond issue and ensure it was a success. Judd's report noted that more funds were necessary for new buildings and that the funds could not be taken from any other department without simply shifting the shortfall from one place to another. At the same time Judd's report was released, separate articles in national education journals were promoting St. Louis as one of the best organized and most efficient school systems in the country. Reports from *School and Society* and *The Survey*, both stated that the only possible fault with the St. Louis schools was a shortfall of funding, further supporting the bond issue Blewett wanted to turn to for an influx of money into the system.²⁰

Blewett's attempt to pass a bond issue was a success and in 1916, a three million dollar bond issue was passed. The measure passed in a landslide, in part because the people of St. Louis saw that the rampant corruption that had been in the system had been eliminated. Blewett's work with the parent teacher associations and his attempts at involving the public also aided the bond measure. Blewett's success with the bond issue also provided a new means of funding the schools. Combined with the good will towards the school system created by its open and honest administration, bond issues were overwhelmingly supported by the voters of St. Louis.²¹

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The successes the school board had after their move into the Board of Education Building continued well into the twentieth century based upon this established system and it was not until 1959 that a bond issue failed for the first time. By the 1960s, the school board had begun to face serious opposition. Much of the rancor that developed during this time was in conjunction with the civil rights movement. Although St. Louis schools theoretically desegregated in 1954 after the *Brown v. Board of Education* decision by the Supreme Court ending the 'separate but equal' policy of the last fifty-seven years, the school system was still largely *de facto* segregated. The turmoil of desegregation led to a drop in support for the school board.²²

The turmoil can be traced to the weak nature of the *Brown* decision. Although Warren's opinion to the Court promised an education "available to all equal terms" with that given to whites, this promise was broken within a year. The implementation of the Court's initial ruling did not order a prompt dismantling of the Jim Crow system. The Court's only directive was to proceed with "all deliberate speed," a directive which was vague enough to allow foot dragging and evasive legislation. The second *Brown* decision in 1955 rejected Thurgood Marshall's plea to order the dismantling of the Jim Crow system.²³ The most notorious of these injustices took place in the Old South where there was widespread open hostility to the integration, but places such as St. Louis illustrate the more subtle failure of *Brown* that was often just as heartbreaking. Mandatory segregation of black and white children was officially abandoned by the St. Louis Board of Education within a month of the decision. Courageously, the Board implemented a 1954 plan that merged the Harris and Stowe teachers colleges, desegregated the high schools, the two technical schools, and kindergarten through eighth grade schools. In 1955, *Time* magazine even recognized St. Louis as a model for desegregation efforts.²⁴

The acclaim for St. Louis was premature. Amy Stuart Wells and Robert L. Crain illustrate the shift from *de jure*, or state-sanctioned segregation to the more subtle *de facto* segregation. Wells and Crain write of the Board supported neighborhood school policy of gerrymandering based upon segregated housing to guarantee segregated schools, and the school board even went so far that it "drew attendance zones to exclude black neighborhoods."²⁵ The segregated schools continued to serve only white working class neighborhoods, while black children remained in underfunded largely black schools. Wells and Crain note that "behind the praise for the 1954 plan...no changes were made for forty-one white elementary schools [to include black students], and in the remaining twelve, boundaries were redrawn to exclude black neighborhoods."²⁶ Schools that were white before *Brown*, were allowed to stay so, and they illustrate the failure of *Brown*. The school board allowed thousands of African American children to remain disfranchised.

The support the school board lost in the years following World War II was never really recovered. By the end of the 1970s, the school board was trying to correct some of the problems and had started a bussing program to integrate the schools. Since the city was largely divided into white and African American neighborhoods, the schools could only be integrated by moving the children out of their neighborhoods. The measure met with minimal success and the St. Louis public school system continued its decline from a leading example for the nation into one of the worst school systems in the country.

Although when the school board moved into the Board of Education Building it was a blaring example of the corruption that was prevalent throughout the city, the changes in the administration allowed the board to turn around the system in relatively short order. The changes made in the voting system for the board of directors made it possible for the professional administrators to reorganize the system not only to curb corruption, but also to implement new measures in the school system. During the period of significance (1893-1954) for the Board of Education Building, St. Louis was seen as a model throughout the nation of how to modernize a school system to apply it to an urban area. This notable contribution to school administration makes the building worthy of Criteria A: Education. Ironically, it is only after the 1950s that the image of the school board worsened, which would coincide with the increasing neglect of the symbol of their administration, the Board of Education Building.

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PUBLIC LIBRARY HISTORY

The St. Louis Public Library was first proposed in the late 1850s by Ira Dicoll, a prominent St. Louis businessman. The idea did not immediately gain much acceptance as the city, along with the rest of the nation, struggled through the Civil War. Shortly after the end of the war, the idea was again put forward and in February 1865, the Public School Library was officially incorporated. The library opened on December 9, 1865 in a non-extant building that was located at the corner of Fifth and Olive Streets. Administered by the school board, the library was known as the Public School Library and was seen as a resource for the teachers and students of the public schools. The library was open to the public, but many could not afford the cost of the fees. Even more people were under the mistaken impression that the library was only for the use of those connected to the school system. The library was still such a success that in 1869 it had to move to a larger location, the O'Fallon Polytechnic Institute Building (non-extant),²⁷ where it remained for twenty-three years.

As of 1874 a membership with dues enabled you to borrow books for home use, but use of library for in-house research or newspaper reading were free. These minimal free services were very popular and helped to counter the image that the library was only for those connected to the school system. Although the initiation fee was only one dollar and the dues were the same, it was too much for some patrons, keeping them from taking advantage of the opportunities the library offered the citizens of St. Louis.²⁸ In 1885, a library bill passed by the state legislature allowed the citizens of St. Louis to petition for a vote on a tax of one-fifth of a mill on one dollar annually to pay for a free library. However, the library tax did not come to a vote until 1893, when it was passed by an overwhelming six-to-one margin.²⁹

Even after the auditorium in the O'Fallon Polytechnic Institute was converted into a new reading room, the library was overcrowded and unable to display many of its books. The O'Fallon Polytechnic Institute Building was also an inconvenient choice because it was not fireproof. This became an important consideration in 1887 when a small fire was discovered by one of the librarians and successfully extinguished. The next year, in 1888, there was a second fire that threatened to destroy the library. The fire department had to be called in to contain the blaze and the impetus to move the library to a new fireproof building gained momentum.³⁰

With the Board of Education concurrently finalizing its plans for a new building, proposals to absorb the Public School Library into the Board of Education Building were drafted with the intention that the library would occupy the top floors in the new building. The head librarian, F. M. Crunden, who had held the position for sixteen years at the time of the move, wanted to eliminate the fees and turn the library into a free lending library. He hoped the switch would coincide with the move from the O'Fallon Polytechnic Institute Building to its new location in the Board of Education Building.³¹ The library did move into the building in April 1893, but the transfer of control from the school board to the library board did not occur immediately.

After the passage of the library's tax in late 1893, the school board attempted to relinquish control of the library to the new Free Library Board in March 1894. Ensuing arguments arose between the school board and the Free Library Board about the cost of rent and whether or not the new Free Library Board would have to pay for the furniture in the library. The dispute got so heated that at one point the president of the school board threatened to close the library and disperse all of the library's holdings to the schools. Crunden responded by actually closing the library for a day. The school board countered by closing the elevators for a day and tried to fire Crunden, who refused to leave, claiming the board had to show cause for his dismissal. Eventually, the school board and the library board were able to come to an agreement on the rent and the ownership of furniture was transferred to the library. In the end, the transfer was made smoothly and the library opened to the public under the Free Library Board for the first time in June 1894 in the Board of Education Building. Within a year, registration and circulation both increased by four times the previous registration and circulation figures and the *Library Journal* proclaimed that the library had "the largest collection of books west of the Mississippi."³²

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The library's move in April 1893 into the Board of Education Building solved two problems the collection had had with being stored in the Polytechnic Building. The new building was fireproof and so offered security for the collection. The library was also able to display the entire collection on shelves at the Board of Education Building. The Polytechnic Building had become so crowded that thousands of volumes were kept in storage because there was no room to shelve them. The only available space where shelves could have been added was in the reading room, which would have required the building of new shelf space. The new Board of Education Building had two floors for shelf space for the library on the sixth and seventh floors, all served by elevators from the main lobby. There was also a reading room on the sixth floor and seventy-five feet of shelf space just to display new acquisitions.

The library also had a second reading room on the second floor, dedicated just to newspapers. This room was not served by the elevators that led to the library proper and was only accessible from the stairs.³³ The second floor reading room was seen as an important part of the new library. Although St. Louis was not known at the time as a literary society, like most of the west, the citizens of St. Louis were known as voracious newspaper readers. Once the new library was opened, the second-floor newspaper reading room quickly became very popular with the public, getting heavy use on a daily basis.³⁴

By 1904, the library's continued growth forced the library to rent half of another building for storage space and its continued success forced the library to move out of the Board of Education Building to a new location yet again. In 1909, the library moved into seven story building at the southeast corner of Ninth and St. Charles Streets (non-extant). The library occupied all seven floors of the building until 1912, when the library moved again, to the present location of the Central Branch location of the library in the Carnegie library located at Thirteenth and Olive Streets.³⁵

ARCHITECTURAL LEGACY³⁶

The architect of the Board of Education Building was Isaac Taylor, a noted and respected St. Louis architect. Taylor graduated from St. Louis University in 1868. He spent the next six years working in the offices of George I. Barnett and then entered into a partnership with Barnett doing business as Barnett and Taylor until 1879, when Taylor left to start his own firm. Taylor quickly gained renown for his architectural design, and was best known for his industrial buildings. Barnett and Taylor designed the first fireproof building in St. Louis when they worked on the Southern Hotel. After starting his own firm, Taylor went on to design buildings throughout St. Louis, including the Liggett & Meyers Block that was on Washington Avenue between Tenth and Eleventh streets, as well as the larger Liggett & Meyers complex at Tower Grove. He also designed the Drummond Tobacco Factory, the Rialto, the Globe-Democrat Building, and the Planter's Hotel. Despite the many notable buildings Taylor worked on, he is still best known for yet another one of his endeavors. Taylor was the director of works for the Louisiana Purchase Exposition in 1904. In this role, Taylor was in charge of designing the lay out of the World's Fair as a whole and overseeing the work of the other architects who designed the individual buildings. He also designed the Jefferson Memorial (the Missouri History Museum) as the only building built for the Fair that was meant to be a permanent structure and it also served as the entrance to the Fair. In honor of his work on the World's Fair, St. Louis University awarded Taylor its first honorary master's degree in architecture. The Board of Education Building, prominently located in downtown St. Louis on what has now become known as the old Post Office Square, would be the only work that Taylor undertook for the school board.³⁷

Noted architect William B. Ittner performed and oversaw the design for changes to the Board of Education Building, during his term as the school board Architect and the Commissioner of Buildings. This included the remodeling of the storefronts at 909 Locust (completed in 1910), 903 Locust (completed in 1911), and 905-907 Locust in (completed in 1912). Ittner also designed alterations to some of the offices on the fourth floor, added balconies over the newspaper reading room, and inserted glazed partitions between the elevator lobby and the hallways on the second through seventh floors. Ittner is best known for his work for the school board in designing numerous new school buildings around the city. Ittner worked as Commissioner of School Buildings from 1897 until his death in 1910. All of the schools in St. Louis built during this period were designed by Ittner. His designs for schools became the formula for school designs throughout the country and his work modernized the school building as much as the work of the school board modernized the educational work going on inside the buildings Ittner designed.³⁸

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After Ittner death, Hans C. Toensfeldt replaced him as Commissioner of School Buildings. Toensfeldt was the Commissioner of School Buildings from the time he finished Ittner's term in 1910 until 1913. Toensfeldt did not make any changes to the building, but he oversaw the completion of the storefront changes designed by Ittner. Little is known about his career outside of the time he spent as Commissioner of School Buildings. Toensfeldt was replaced in 1913-1914 by J. A. Whitlow, who was only in the position for one year. Whitlow did not make any changes to the building either and no other information could be found about him.³⁹

In 1914, Rockwell M. Milligan became Commissioner of School Buildings. Milligan remodeled the 905-907 Locust storefront, renovated the bathrooms in the library and oversaw the installation of the vault in the space used by the Drosden Jewelry Company. In addition to his work for the school board, Milligan was best known for his work designing hospitals. His works include the Frisco Hospital, the City Sanitarium, and St. Vincent's Institution for the Insane, all in St. Louis, as well as thirty-two more hospitals throughout the United States. While working for the school board, Milligan designed Roosevelt and Beaumont High Schools, as well as Bates, Hamilton, Dewey, Scruggs, Mason, Buder, Stix, Woodward, Long, Lincoln Branch, Mitchell, Turner, Shenandoah, Gallaudet, Vashon Intermediate, Lowell, Wilkinson, Lindenwood, Kennard, and Wade schools. Milligan remained in the position of Commissioner of School Buildings from 1914 until his death in 1929.⁴⁰

The distinctive Art Deco main entrance at the 911 Locust was designed by George W. Sanger. Sanger was appointed Commissioner of School Buildings after Milligan's death in 1929. Little is known about Sanger's career, although he was the Commissioner of School Buildings from 1929-1931 and then again from 1935 to 1940. Sanger also oversaw the installation of new elevators, air conditioning and Art Deco storefronts at the 905-907 Locust entrance and the 909 Locust entrance, and he removed the partitions that Ittner had installed.⁴¹

After Sanger's term ended, Ernest T. Friton was appointed Commissioner of School Buildings. Friton is best known for his design of the Kiel Auditorium and Opera House. In addition, Friton had worked with Ittner in school design and designed schools in Lebanon, Troy, and Montgomery, Missouri, the public library in Lebanon, and hospitals in Lincoln, Phelps and Dunikin counties and the Hope United Church of Christ on Eichelberger in south St. Louis. During his term as Commissioner of School Buildings from 1930-1935, Friton had the entrance at 911 Locust remodeled, installing a revolving door and lowering the floor grade of the storefronts. He also installed the black Vitrolite storefronts with aluminum transom windows along Ninth street wrapping around to the first two bays on Locust Street. Friton also had the seventh floor converted into a drafting space for the Commissioner of School Buildings office. After Friton left the position in 1935, he started his own firm and continued working until 1967. He also was the President of the St. Louis Art Commission for a time and was a member of the State Nursing Home Advisory Council starting in 1964. Friton died at the age of 86 in 1970.⁴²

Joseph P. Sullivan took over the position until 1949. Sullivan altered the garage doors and concrete ramps on the first floor and modernized the bathrooms in the building. He also remodeled the partitions between the elevators and halls. Little is known of Sullivan outside of the time he spent as Commissioner of School Buildings. Sullivan's successor, Leimkuehler, who served as Commissioner of School Buildings from 1949-1958 made few changes other than converting the 905 Locust storefront from a center storefront projecting display window into a single entrance and replacing the Vitrolite glass panels across the front of the storefronts. The following commissioners did little to remodel the building, with the most notable changes occurring during Commissioner Albert's stint (1958-1960) as Commissioner of School Buildings. Under Albert, all of the plumbing fixtures were replaced with new fixtures. No major changes or alterations were made to the building after Albert's term ended in 1960.⁴³

After Albert ended his term, Frederick F. Rosteck became the new Commissioner of School buildings. Rosteck was in the Commissioner of School Buildings from 1960 until 1965. Rosteck made some minor modifications to the second floor partition between the elevator and the hallway. He also oversaw some minor modifications to the Blewett room on the sixth floor. His successor, John McEwan, who was the architect while James Morrel was the Commissioner of School

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Narrative Statement of Significance (continued)

Buildings after the position was separated into two positions, also made a number of small modifications to the Board of Education Building. The McEwan/Morrel team oversaw the installation of solid doors to replace the glazed doors, the removal of the transoms, and the lowering of the ceilings on the second, third, and fourth floors, as well as lowering the ceiling on the fifth floor and installing an acoustical ceiling on the seventh floor. This was also when the dome ceiling was installed in the sixth floor.

McEwan and Morrel were followed by Rosteck's return, with Louis Ratz working as the Commissioner of School buildings. They worked together from 1966 to 1973 and during that time, they replaced the elevators and added a new fire escape. The floors were also raised on the third floor, and the ceiling was dropped on the fifth, sixth, and seventh floors. The fifth floor was also remodeled with wood paneling, brick veneer, the removal of the lobby partitions, and the Board Room was remodeled.

After Ratz left as Commissioner of School Buildings, Rosteck continued as architect while Michael Werner was the Commissioner of School Buildings. The Werner/Rosteck team added a new fire alarm system, a new HVAC system, new fire escapes, and remodeled the 911 Locust lobby as well as the storefronts at 909 and 905-907 Locust. The layout of the offices on the sixth floor was also modified and new partition walls were added on the seventh floor. Werner was the last Commissioner of School Buildings before the school board moved out of the building in 2000.

Throughout its history, it seems that most of the appointed architects for the school board made some modification to the Board of Education Building, often minor improvements and updates. In addition to the most significant architects listed at the beginning of this narrative, the following architects have plans in the files for this building:

Albert, Arch	Brouk, Richard B.	Hatton, John Matthews
Leimkuehler, F. Ray	McClelland James E.	McEwan, John C.
Milligan, R.M.	Morrel, James F.	Ratz, Louis H.
Rhodes, V. Harry.	Rosteck, Frederick	Sternberg, Fredrich C.
Toensfeldt, Hans C.	Werner, Michael E.	Wischmeyer, Kenneth E.

ENDNOTES

¹ Board of Presidents and Directors of the St. Louis Public School, *Thirty-Seventh Annual Report of the Board of Presidents and Directors of the St. Louis Public Schools, for the Year Ending June 30, 1891* (St. Louis: Nixon-Jones Printing Co., 1891), 11-12.

² *Gould's St. Louis (Missouri) City Directory* (St. Louis: Gould Directory Company, Publishers, 1911, 1913, 1915, and 1917); *Gould's St. Louis (Missouri) City Directory* (St. Louis: Polk-Gould Directory Company, Publishers, 1928); (1930), 1937; (1935), 1704; (1939), 1734; (1942), 1907; (1946), 1824; (1947-48), 1895; (1952), 288; (1955), 274; (1960), 368; (1965), 396; *Gould's St. Louis Red-Blue Book* (St. Louis: Polk-Gould Directory Company, Publishers, 1918), 1025; (1922), 1065; (1929), 1192; and *Polk-Gould St. Louis Directory* (St. Louis: Polk-Gould Directory Company, Publishers, 1919, 1921, 1923, 1925).

³ "Board of Education. The New Building Now Nearing Completion," *St. Louis Republic*, 18 December 1892, 16.

⁴ Board of Presidents and Directors, *Thirty-Seventh Annual Report*, 11; and "Education and Design: The St. Louis Public School Buildings," *Landmarks Letter* (Landmarks Association of St. Louis) 22 (March/April 1987): 2-3.

⁵ James Neal Primm, *Lion of the Valley: St. Louis, Missouri, 1764-1980*, 3rd ed. (St. Louis: Missouri Historical Society Press, 1998), 272-273.

⁶ Board of Presidents and Directors of the St. Louis Public Schools, *Thirty-Eighth Annual Report of the Board of Presidents and Directors of the St. Louis Public Schools for the Year Ending June 30, 1892* (St. Louis: The Mekeel Press, 1893), 12-13.

⁷ Board of Presidents and Directors, *Thirty-Eighth Annual Report*, 13; and Board of Presidents and Directors, *Thirty-Seventh Annual Report*, 10-11.

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Board of Education Building
St. Louis (Independent City), MO

Narrative Statement of Significance (continued)

⁸ "Education and Design," 5; and David J. Simmons, "The St. Louis Board of Education Building" *The Society of Architectural Historians Missouri Valley Chapter News Letter* (St. Louis) III (Summer 1997): 1

⁹ Selwyn K. Troen, *The Public and the Schools, Shaping the St. Louis System, 1838-1920* (Columbia, MO: University of Missouri Press, 1975), 210.

¹⁰ Ibid., 213.

¹¹ Ibid., 213-215.

¹² Ibid., 211, 214

¹³ Ibid., 215-216.

¹⁴ Ibid.

¹⁵ Ibid., 215-216, 218.

¹⁶ Ibid., 216.

¹⁷ Ibid., 218-222.

¹⁸ Ibid., 217.

¹⁹ Ibid.

²⁰ Ibid., 222-223.

²¹ Ibid., 224-225.

²² Ibid., 225.

²³ Peter Irons, *Jim Crow's Children: The Broken Promise of the Brown Decision* (New York: Viking Penguin: 2002),

xi.

²⁴ Robert L. Crain. and Amy Stuart Wells, *Stepping Over the Color Line: African-American Students in White Suburban Schools*, (Concord: Yale University, 1997), 85.

²⁵ Ibid.

²⁶ Ibid.

²⁷ "Its New Home, Commodious Quarters of One of St. Louis' Most Valuable Institutions" *St. Louis Post-Dispatch*, 11 December 1892, 33.

²⁸ "New Building Now Nearing Completion."

²⁹ Sara J. Van Ausdal, "The Origin and Development of the St. Louis Public School Library, 1865-1894," Clippings File, Local History Department, St. Louis Public Library, St. Louis, 13.

³⁰ "Its New Home, 33.

³¹ "Its New Home;" "Moving In;" and Van Ausdal, 13.

³² Board of Presidents and Directors of the St. Louis Public Schools, *Fortieth Annual Report of the Board of President and Directors of the St. Louis Public Schools for the Year Ending June 30, 1894* (St. Louis: Buxton and Skinner Stationery Co., 1894), 16-17; Board of Presidents and Directors of the St. Louis Public Schools, *Thirty-Ninth Annual Report of the Board of Presidents and Directors of the St. Louis Public Schools for the Year Ending June 30, 1893* (St. Louis: Nixon-Jones Printing Co., 1894), 21-23; "Its New Home;" Dena Lange, "A History of St. Louis: The City Surrounded by the United States. Volume II" *Public School Messenger* 29 (30 September 1931): 101-103; "Moving In, Transfer of the Public School Library" *St. Louis Chronicle*, 12 January 1893, 4; and Van Ausdal, 11-13.

³³ "Its New Home" and New Building Now Nearing Completion."

³⁴ Van Ausdal, 11.

³⁵ *Fortieth Annual Report*, pp. 16-17; "Its New Home;" Lange, "A History of St. Louis," 101-102; "Moving In;" "New Building Now Nearing Completion;" *Thirty-Ninth Annual Report*, 21-23; and." Van Ausdal, 11-13

³⁶ The information for the following section largely came from Sharon A. Huffman, "Architects/ Building Commissioners," St. Louis Public Schools Record Center/Archives, St. Louis, 2003; Trivers Associates, "Board of Education Building Chronology", 2003; and Trivers Associates, "Board of Education Building Timeline," 2003. Any information from other sources will be footnoted independently.

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Board of Education Building
St. Louis (Independent City), MO

Narrative Statement of Significance (continued)

³⁷ Blythe Cermak, "An 1868 Class Note," *Universitas* (Spring 1983), 19-20, Clipping in "Taylor, Isaac," Architects Files, Fine Arts Department, St. Louis Public Library, St. Louis; "I.S. Taylor, Architect, Found Dead" *St. Louis Globe-Democrat*, 29 October 1917, Clipping in *Necrologies* [scrapbook], p. 35, Missouri Historical Society Library, St. Louis; "Isaac S. Taylor," Vertical File, Missouri Historical Society; "Isaac S. Taylor, a Short Sketch of Isaac Taylor who will direct the building of the Louisiana Purchase Exposition," *World's Fair Bulletin* (March 1902), 2; "Kindly Caricatures: Isaac S. Taylor" *The Mirror* (15 February 1906), 6-8; and Charles C. Savage, *Architecture of the Private Streets of St. Louis: The Architects and the Houses They Designed* (Columbia, Mo.: University of Missouri Press, 1987), 199-200.

³⁸ "Education and Design" and "Ralph Waldo Emerson Elementary School at 5415 Page Avenue" Landmarks Letter (Landmarks Association of St. Louis) 38 (July/August 2003), 3.

³⁹ Huffman, "Architects/ Building Commissioners."

⁴⁰ "Education and Design; Huffman, "Architects/Building Commissioners;" " Milligan, R. M.," Architects Files, Fine Arts Department, St. Louis Public Library, St. Louis; and "Ralph Waldo Emerson School at 5415 Page Avenue," *Landmarks Letter* (Landmarks Association of St. Louis) 38 (July/August 2003): 3.

⁴¹ Huffman, "Architects/ Building Commissioners."

⁴² "Friton, Ernest T," Architects Files, Fine Arts Department, St. Louis Public Library, St. Louis; Huffman, "Architects/Building Commissioners;" and "Ralph Waldo Emerson School," 3

⁴³ Huffman, "Architects/Building Commissioners."

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St. Louis (Independent City), MO

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Board of Education Building
St. Louis (Independent City), MO

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Board of Education Building
St. Louis (Independent City), MO

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Board of Education Building
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Verbal Boundary Description

A tract of land in J.B.C. Lucas Addition to the City of St. Louis, a subdivision recorded in City Record Book 2 page 82 of the city of St. Louis Records, in City Block 272 in the City of St. Louis, Missouri, and more particularly described as follows:

Beginning at the intersection of the West line of Ninth Street, 60' wide, with the North line of Locust Street, 60' wide, said point is also the Southeast corner of City Block 272; thence along the South line of City Block 272 and along the North line of Locust Street, N 70 degrees 33 minutes 23 seconds W a distance of 127.50' more or less, by record, a distance of 127.75' by survey to the Southeast corner of property conveyed to 913 Locust, L.L.C. by Special Warranty Deed recorded in Deed Book M1558 page 1186 of the City of St. Louis Records; thence leaving said line and along the East line of said 913 Locust, L.L.C. Property and parallel with the West line of Ninth Street, N 19 degrees 27 minutes 01 seconds E a distance of 111.87', more or less by record, a distance of 111.98' by survey, to the Northeast corner of said 913 Locust, L.L.C. Property and to the South line of an Alley, 15' wide; thence leaving said line and along the South line of said Alley, S 70 degrees 36 minutes 03 seconds E a distance of 127.50'; more or less by record, a distance of 127.75' by survey, to the West line of Ninth Street, 60' wide; thence leaving said line and along the West line of said Ninth Street and along the East line of City Block 272, S 19 degrees 27 minutes 01 seconds W a distance of 111.87' by record, a distance of 112.08' by survey, to the point of beginning, containing 0.329 Acres, more or less according to a Survey performed by T. L. Consultants, November 2002.

Boundary Justification

These boundaries incorporate all of the property that has been historically associated with this building and the property's legal description. Except for public sidewalks and a small area behind the building at the back alley, the building encompasses the entire lot.

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Board of Education Building
St. Louis (Independent City), MO

Photo Log

Photographer: Todd Owyong
October 2003

Negatives with: Karen Bode Baxter, 5811 Delor Street, St. Louis, MO 63109

Photo #1: South façade, looking northeast

Photo #2: South façade and southeast corner, looking northwest

Photo #3: East elevation, looking northwest

Photo #4: North elevation, looking southeast at upper levels

Photo #5: West end of north elevation, looking southeast

Photo #6: South façade, detail of sixth and seventh floor windows

Photo #7: South façade, 911 Locust (main) entry, looking north

Photo #8: South façade, middle storefront detail, looking northwest

Photo #9: South façade, middle storefront detail, looking northeast

Photo #10: South façade, 901 Locust (corner) storefront detail, looking north northwest

Photo #11: East elevation, detail of storefronts, looking northwest

Photo #12: Interior, fifth floor, board room, looking northeast

Photo #13: Interior, fifth floor, northwest corner stairwell (cast iron newel post), looking northwest

Photo #14: Interior, second floor, looking north up northwest corner stairwell (cast iron risers)

Photo #15: Interior, fifth floor, detail of square column capital

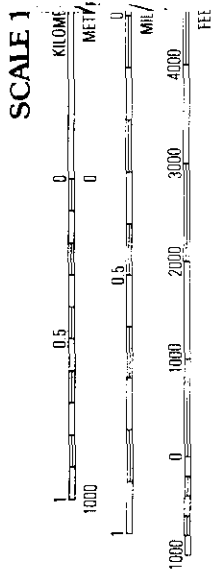
Photo #16: Interior, second floor, detail of round column capital



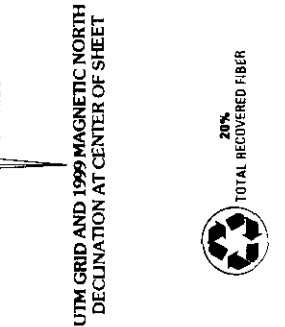
82
 81
 720 000 FEET (ILLINOIS WEST)
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 79
 Board of Education Building
 11 Louis
 Independent City
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 4279400
 38° 37' 30" 90° 15'

Produced by the United States Geological Survey

Topography compiled 1952. Planimetry derived from imagery taken 1993 and other sources. Photoinspected using imagery dated 1998; no major culture or drainage changes observed. PLSS and survey control current as of 1954. Boundaries, other than corporate, verified 1999 North American Datum of 1983 (NAD 83). Projection and 1000-meter grid: Universal Transverse Mercator, zone 15 10 000-foot ticks: Illinois (west zone) and Missouri (east zone) Coordinate Systems of 1983
 North American Datum of 1927 (NAD 27) is shown by dashed corner ticks. The values of the shift between NAD 83 and NAD 27 for 7.5-minute intersections are obtainable from National Geodetic Survey NADCON software
 Contours that conflict with revised planimetry are dashed
 There may be private inholdings within the boundaries of the National or State reservations shown on this map



SCALE 1
 1000 0 1000 2000 3000 4000
 KILOMETERS
 1000 0 1000 2000 3000 4000
 METERS
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 MILES
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 SUPPLEMENTARY CONT
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 A FOLDER DESIGNING TOPOGRAPHIC MAPS

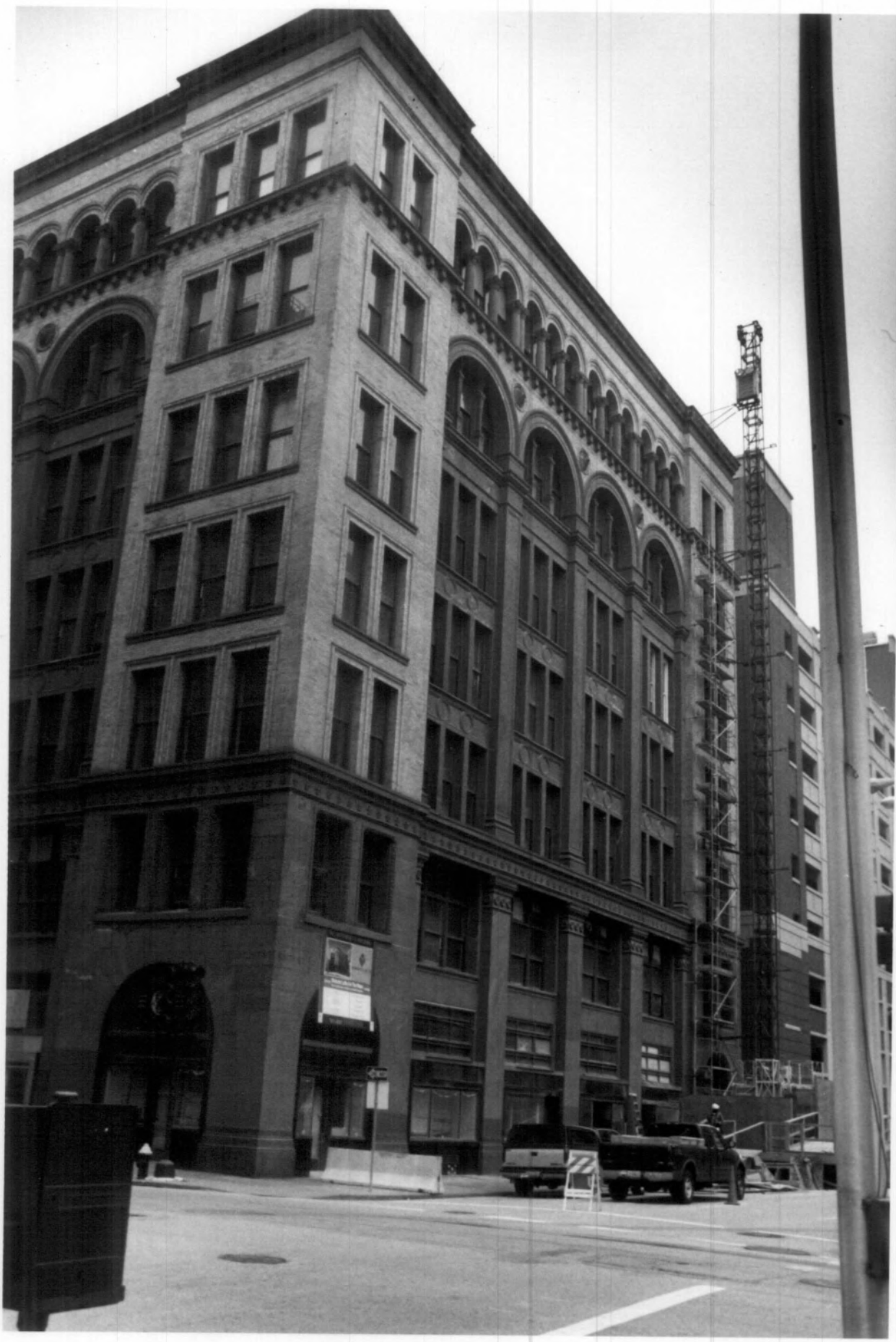




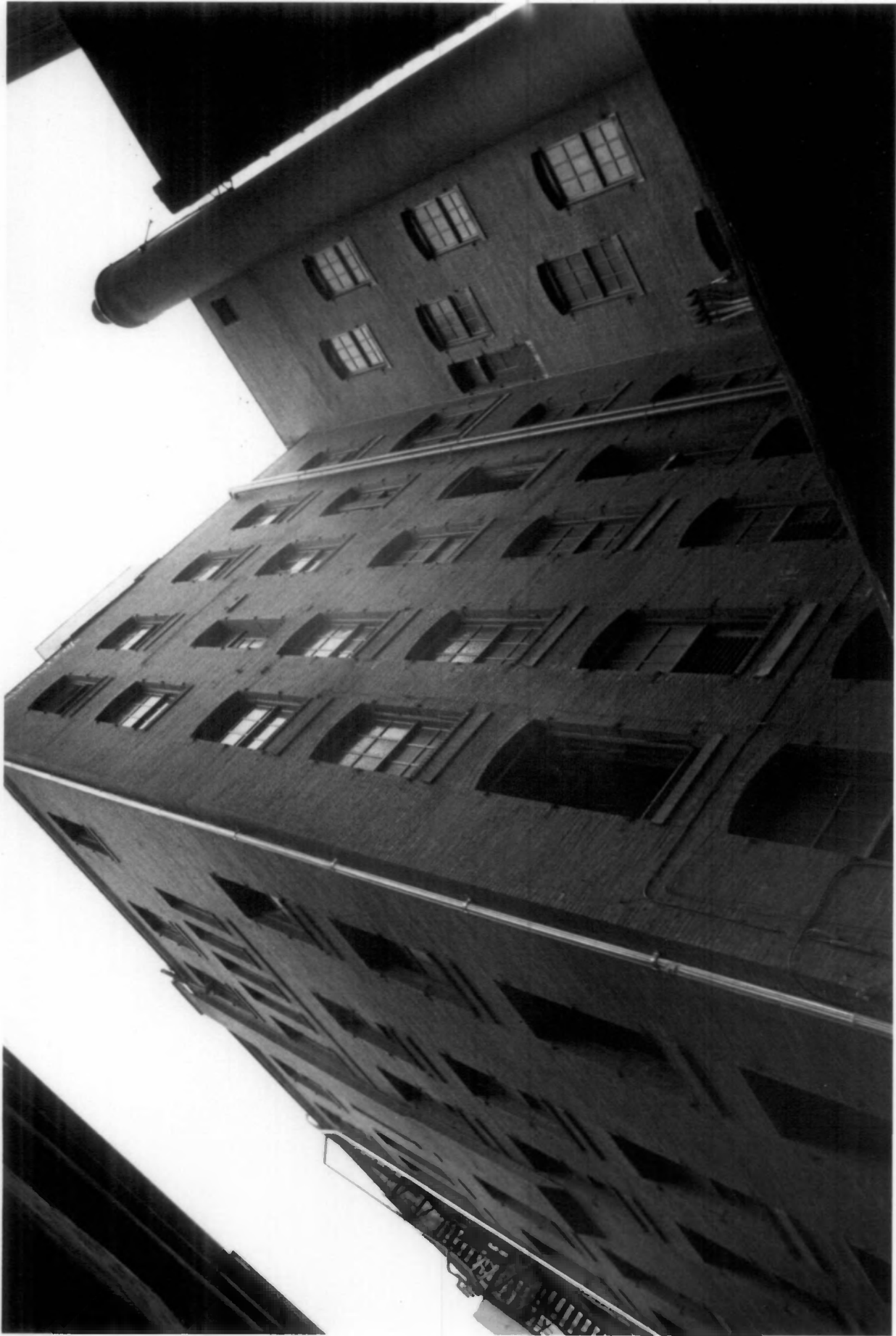
Board of Education Building
St. Louis (Independent City), MO
Photo #1



Board of Education Building
St. Louis (Independent City), Mo
Photo #2



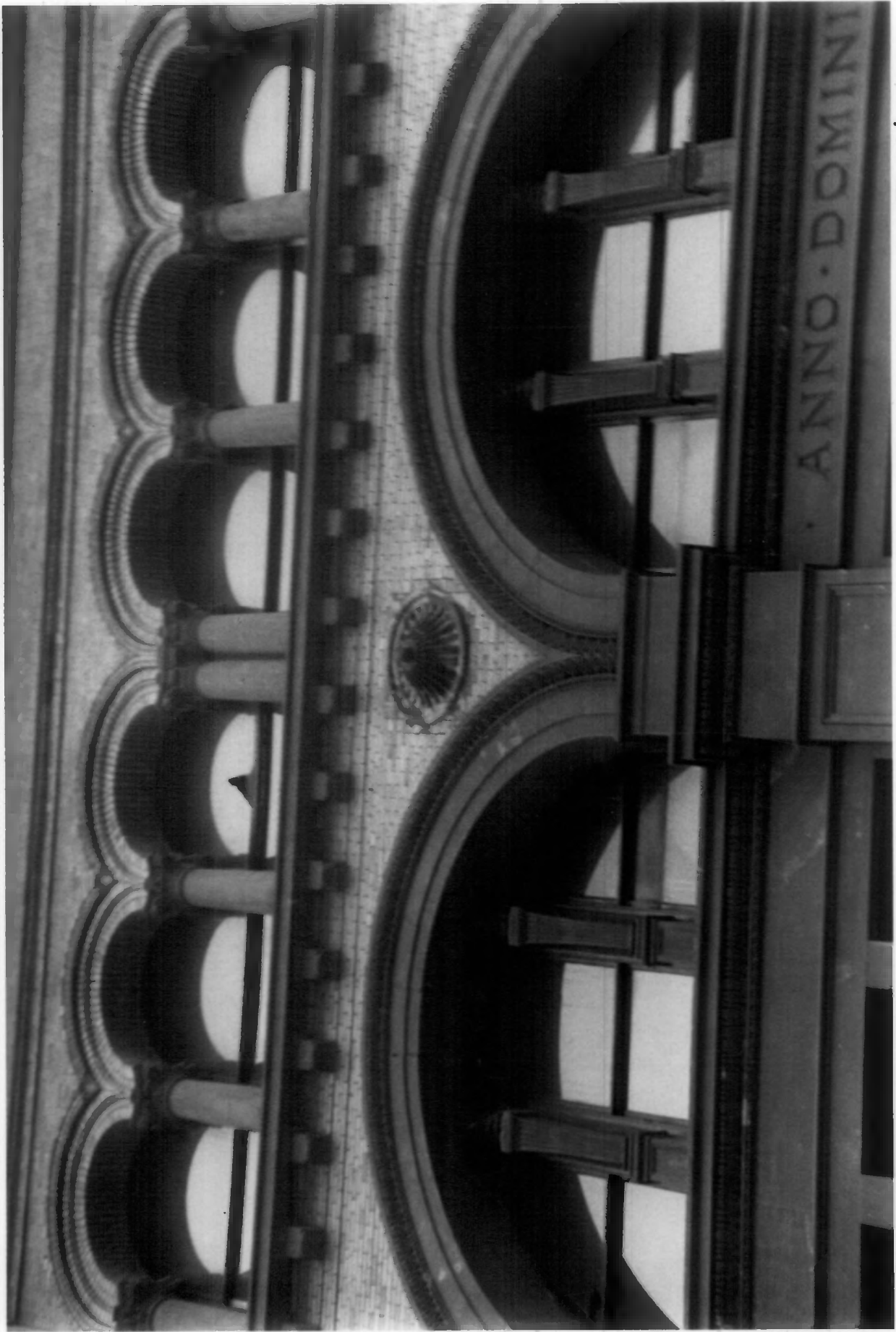
Board of Education Building,
St. Louis (Independent City), Mo
Photo #3



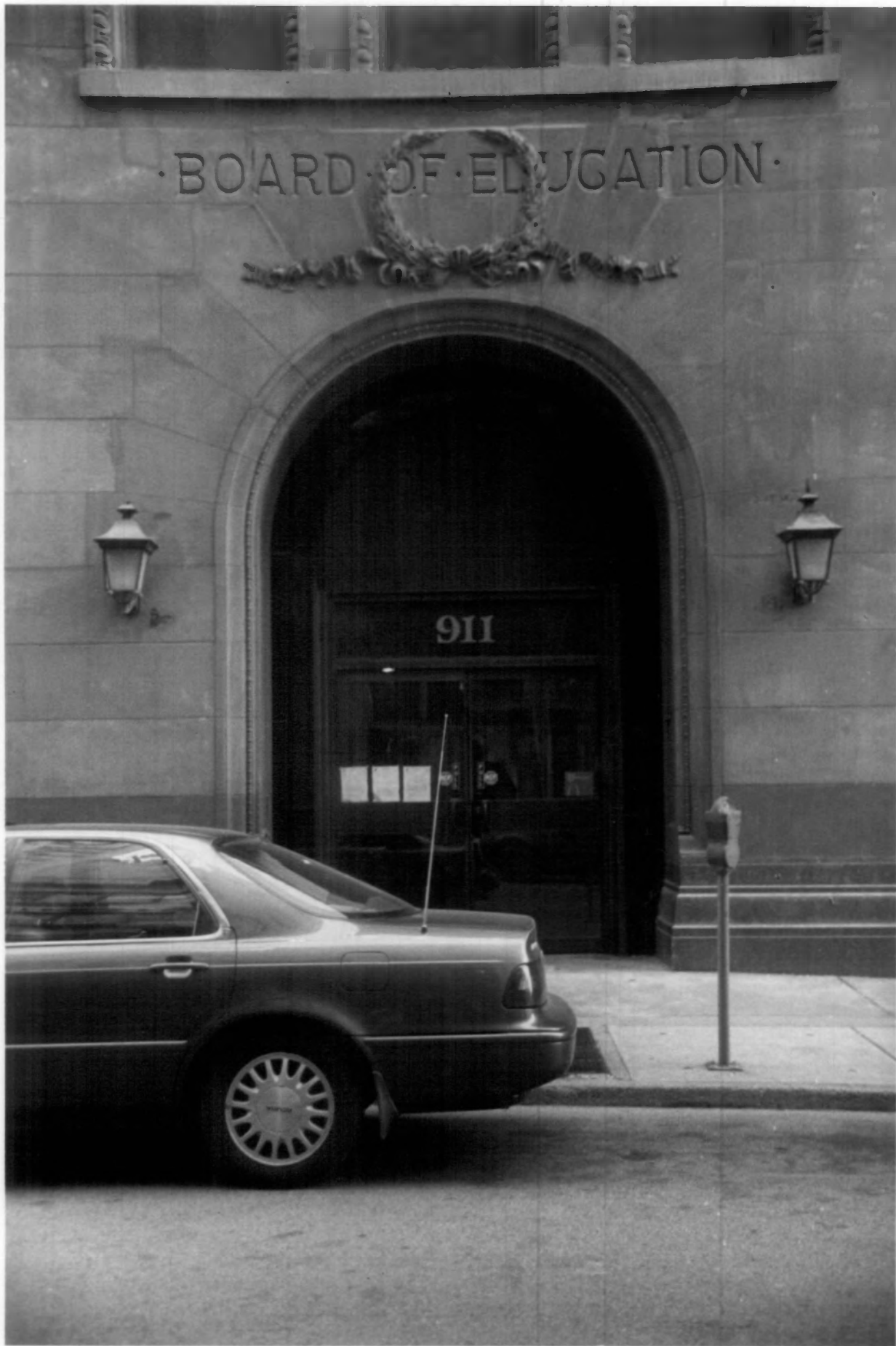
Board of Education Building
St. Louis (Independent City), Mo
Photo #44



Board of Education Building,
St. Louis (Independent City), MO
Photo #5



Board of Education Building
St. Louis (Independent City, Mo)
Photo #6



Board of Education Building
St. Louis (Independent City), MO
Photo #17



Board of Education Building
St. Louis (Independent City), Mo
Photo # 8



Board of Education Building
St. Louis (Independent City), Mo
Photo #9



Board of Education Building
St. Louis (Independent City), MS
Photo # 10



Board of Education Building
St. Louis (Independent City), Mo
Photo # 11



Board of Education Building
St. Louis (Independent City), Md
Photo # 12



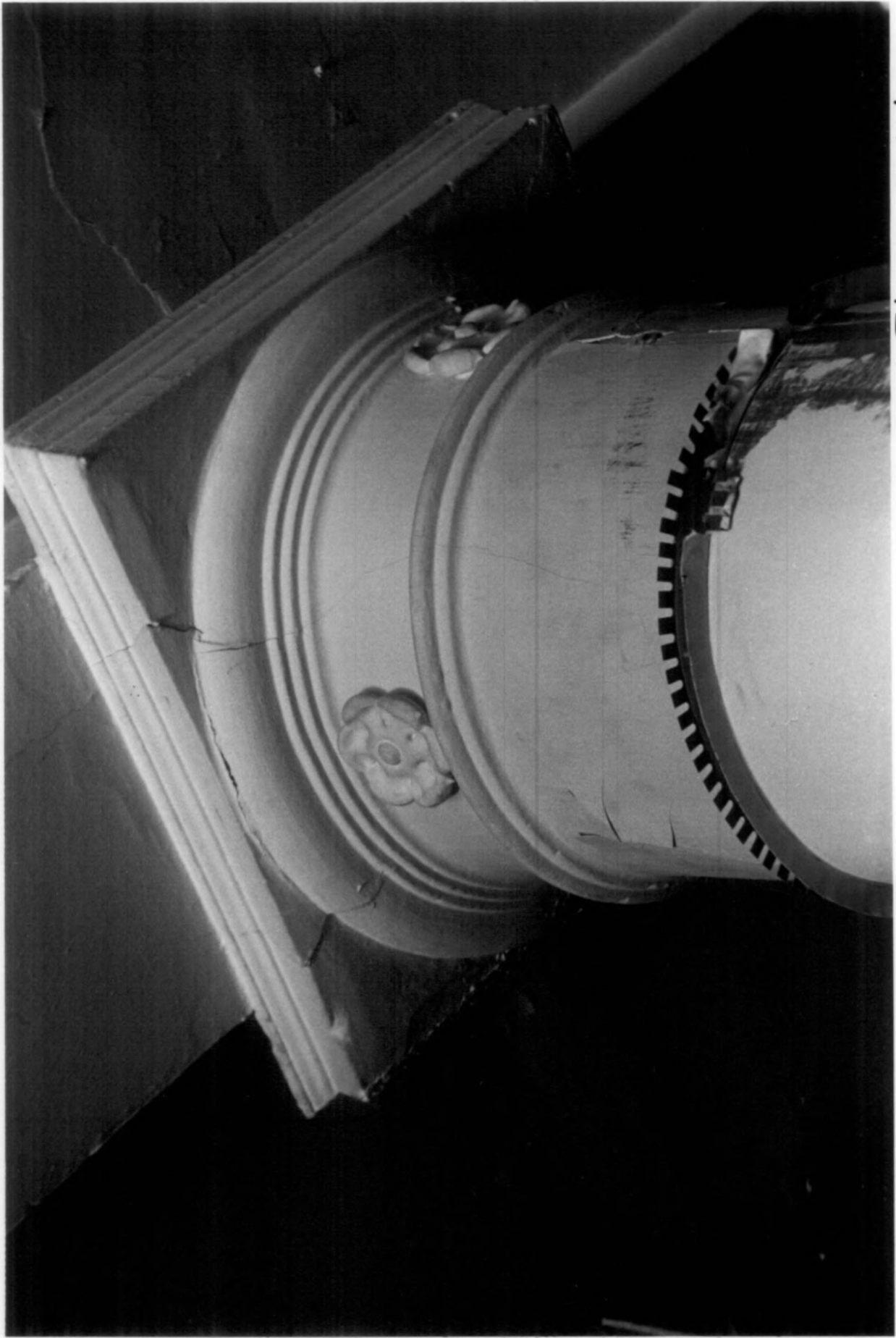
Board of Education Building
St. Louis (Independent City) Mo
Photo # 13



Board of Education Building,
St. Louis (Independent City), Mo.
Photo # 14



Board of Education Building
St. Louis (Independent City), Mo
Photo #15



Board of Education Building
St. Louis (Independent City), MO
Photo # 16